

Bonsai Class Curriculum Map for Autumn 1 – September 2025

Main areas of learning	
Subject	Main Learning Focus
English	<p>Non Chronological Report: Using World of the Unknown: Monsters and The Book of Mythical Beasts and Magical Creatures as stimuli texts the children will explore the features of non-chronological report writing before writing their own non-chronological report.</p> <p>Writing to entertain: Using Cloud Tea Monkeys as a stimulus the children will explore the elements of descriptive writing before writing a setting description.</p>
Maths	<p>Number and place value reasoning</p> <p>Multiplicative reasoning (multiplying and dividing powers of 10)</p> <p>Additive reasoning</p>
Science	<p>Properties and Changes in Materials</p> <p>To know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>To know that some changes of state and dissolving & mixing processes can be reversed through filtering, sieving and evaporating.</p> <p>To explain that some changes form new materials, and that these changes are not usually reversible.</p> <p>To explain that some changes, caused by heating or cooling form new materials, and that these changes are often not reversible.</p> <p>To explain that changes caused by burning form new materials, and that these changes are not reversible.</p> <p>To compare and group together everyday materials on the basis of their properties.</p> <p>To give reasons based on evidence from comparative and fair tests, for the particular uses of everyday materials.</p>
Computing	<p>Systems and Searching</p> <p>To explain that computers can be connected together to form systems.</p> <p>To recognise the role of computer systems in our lives.</p> <p>To identify how to use a search engine.</p> <p>To describe how search engines select results.</p> <p>To explain how search results are ranked.</p> <p>To recognise why the order of results is important, and to whom.</p>
History	<p>Bristol Bus Boycott</p> <p>To explore the history of the Windrush Generation.</p> <p>To understand the causes and events of the Notting Hill race riots in 1958.</p> <p>To understand what the Bristol Bus's 'colour bar' was and why it existed.</p> <p>To understand what the Bristol Bus Boycott was.</p> <p>To understand how the Bristol Bus Boycott was resolved.</p>
PSHE	<p>Being Me in my World</p> <p>To know I can face new challenges positively and know how to set personal goals.</p> <p>To understand my rights and responsibilities as a citizen of my country.</p> <p>To understand my rights and responsibilities as a citizen of my country and as a member of my school.</p> <p>To understand I can make choices about my own behaviour because I understand how rewards and consequences feel.</p> <p>To understand how an individual's behaviour can impact on a group.</p> <p>To understand how democracy and having a voice benefits the school community and know how to participate in this.</p>
PE	<p>Football and Basketball</p> <p>To develop kicking, passing, throwing and catching under pressure and apply these to a striking and fielding game.</p> <p>To abide by the rules of the game while demonstrating and developing patience, perseverance, self-regulation, concentration and honesty.</p> <p>To analyse, select and apply skills taught.</p>
Music	<p>Livin' on a Prayer</p> <p>To listen and appraise Livin' on a Prayer and other classic rock songs.</p> <p>To learn and build on our knowledge and understanding about the interrelated dimensions of music.</p> <p>To learn and perform a song.</p>
French	<p>Quelle heure est-il? (Unit 8)</p> <p>Talking about activities</p> <p>Telling the Time</p> <p>Talking about what time you do activities</p>

R.E.	<p>Where did the Christian Bible come from?</p> <p>To ask and respond to questions about the Bible.</p> <p>To learn about the history of the Bible and some of its features.</p> <p>To investigate the contents of the Bible.</p> <p>To learn about the different translations of the Bible and what it means for Christians today.</p> <p>To understand the differences between literal and symbolic truth and reflect on personal emotions.</p>
Design Technology	<p>Building Bridges</p> <p>To explore ways in which pillars and beams are used to span gaps.</p> <p>To explore ways in which trusses can be used to strengthen bridges.</p> <p>To explore ways in which arches are used to strengthen bridges.</p> <p>To understand how suspension bridges are able to span long distances.</p> <p>To develop criteria and design a prototype bridge for a purpose.</p> <p>To analyse and evaluate products according to design criteria.</p>
myHappyMind	<p>We are proud to be a myHappyMind school. MyHappyMind gives today's children the skills to thrive in tomorrow's world. We will work through the lessons to give children the preventative strategies, skills and tools they need to thrive in a modern world.</p>
Outdoor Learning	<p>We will take our learning outside as often as possible to enhance the children's learning experiences and wellbeing.</p>